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ABSTRACT

These course specifications are based on and are an update of the 1981 Alberta Social Studies Curriculum. They are intended to: (1) identify the core content and objectives for the Grade 9 Social Studies Curriculum; and (2) present the core content and objectives in a form that helps to develop test items. Three major course objectives are covered: values, knowledge, and skills. The specific weighting of course objectives is: values, a total of 20%, including 5% for understandings, 5% for competencies, and 10% for attitudes; knowledge, a total of 40% distributed evenly between 3 topics: (1) industrialization in the 18th and 19th centuries, (2) central planning in the USSR, and (3) industrialization in Canada; and skills objectives, weighted 40% with specific weighting distributed among 3 areas: inquiry skills, participation, and the inquiry process. (RSL)

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SOCIAL STUDIES 9
CURRICULUM SPECIFICATIONS

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Alberta
EDUCATION
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GRADE 9 SOCIAL STUDIES CURRICULUM SPECIFICATIONS

(APRIL 1986)

These curriculum specifications are intended to serve the following purposes:

(a) to identify the core content and objectives for the Grade 9 Social Studies Curriculum;

(b) to present the core content and objectives in a form that facilitates the development of test items.

The attached statement should not replace the *1981 Alberta Social Studies Curriculum* as the chief guide to instruction, but should be used in conjunction with it in the determination of evaluation criteria and methodologies.

SOCIAL STUDIES GRADE 9 CURRICULUM SPECIFICATIONS

The Grade 9 Social Studies Curriculum Specifications were prepared in July 1981, and revised in January 1982, by an ad hoc committee of classroom teachers, school administrators, and Alberta Education personnel under the direction of the Curriculum Branch. Alberta Education acknowledges with appreciation the contributions of the members of the Grade 9 Social Studies Committee:

J. Brackenbury, Alberta Education, CHAIRMAN
F. Crowther, Alberta Education
E. Clarke, County of Lacombe
G. Deckert, County of Ponoka
I. Farmer, Calgary Board of Education
J. Ord, High Prairie School Division
H. Stelmaschuk, Rocky Mountain House School Division

Alberta Education acknowledges the substantial efforts of those individuals who provided written reactions to the July 1981, draft of the Curriculum Specifications statement.

The basic principle involved in the development of the course specifications was that they be based on the *1981 Alberta Social Studies Curriculum*. In addition, a set of guidelines for weighting was provided by the Curriculum Branch.

The content specifications that follow address all areas of prescribed objectives. Where selected objectives are not tested, this information will be communicated to schools well in advance of the test administration through a Student Evaluation Branch bulletin.

WEIGHTING FACTORS (See Table 1)

The following criteria were established by the Curriculum Specifications Committee in the weighting of objectives:

1. VALUE OBJECTIVES
   - The total weighting allocated to the value objectives is 20%. Weightings of the sub-categories may vary from topic to topic, but the overall distribution of the sub-categories should remain 5% understandings, 5% competencies, and 10% attitudes.

2. KNOWLEDGE OBJECTIVES
   - The total weighting allocated to the knowledge objectives is 40%. Equal emphasis or weighting should be given to each of the three prescribed topics. Some concepts (e.g. technological change, economic system) are contained in more than one topic, and in those cases, test items may involve cross-topic comparisons.
   - The knowledge objectives are structured around the prescribed concepts and questions to guide inquiry for the Grade 9 topics.

3. SKILL OBJECTIVES

- The total weighting allocated to the skill objectives is 40%. Thirty per cent is allocated to prescribed inquiry and participation skills. The remaining 10% is allocated to the inquiry process.

- Inquiry and participation skills that are in standard type will be emphasized in the test. Skills that are in italics are emphasized less, but may be tested.

- Inquiry Process. The inquiry process consists of more than a collection of discrete skills. The relationship of the particular skills to each other and to the process as a whole also deserves emphasis. To this end, testing strategies should incorporate opportunities for students to combine several skill areas together and apply them to a particular social issue. This might involve a series of steps in organizing, analyzing, evaluating, and synthesizing data, and might involve written response format.

Table 1 presents the percentage weighting allocation for the three major classifications of the Grade 9 Social Studies objectives. Table 2 outlines the detailed specifications for the content of each topic of the course.

Table 1

Grade 9 Social Studies: Weighting of Course Objectives

OBJECTIVES	PERCENTAGE WEIGHTING	
VALUES		
Understandings	5	
Competencies	5	
Attitudes	10	
		20
KNOWLEDGE		
Topic A	equal emphasis	
Topic B		
Topic C		
		40
SKILLS		
Inquiry		
1. Identify and focus on issue	2	
2. Formulate research questions	2	
3. Gather and organize data	6	
4. Analyze and evaluate data	5	
5. Synthesize data	5	
6. Resolve the issue	2	
7. Apply the decision	2	
8. Evaluate the decision and process	2	
Participation		
1. Communicate effectively	1	
2. Interpret ideas and feelings of self and others	1	
3. Participate in group decision-making	1	
4. Contribute to a sense of community	1	
Inquiry Process	10	
		40
TOTAL		100

Table 2

Grade 9 Social Studies Curriculum Specifications

TOPIC A: Industrialization in the 18th and 19th Centuries

VALUE OBJECTIVES	PERCENTAGE WEIGHTING
I. Develop Understanding of Values A. Identify materialism and quality of life as two values influencing perspectives on industrial growth in market economies. B. Describe behaviors of producers and consumers which demonstrate that both materialism and quality of life are valued in a market economy today.	
II. Develop Competencies A. In value analysis, by identifying apparent value conflicts in perspectives of labor, business, and government in dealing with the issue of limiting industrial growth. B. In decision making, by rank ordering a set of personal values in order to choose the best position to take on the issue. C. In moral reasoning, by justifying a personal position on the issue according to whether or not it will lead to enhanced human dignity (using the Subsumption Test).	
III. Develop Attitudes A. Of appreciation that people, as consumers, can influence what is produced. B. Of respect for the efforts of early industrialists and labor organizers to raise living standards. C. Of respect for free and open inquiry by demonstrating a willingness to question the values which underlie continuous industrial growth.	
TOTAL	7

TOPIC A: Industrialization in the 18th and 19th Centuries

KNOWLEDGE OBJECTIVES Note: It is important that students understand the meaning of each concept sufficiently well that they can define, identify, and give examples of the concept.	PERCENTAGE WEIGHTING
KEY CONCEPT - INDUSTRIALIZATION I. Brief Overview of Factors that Influenced Industrialization in Great Britain A. Physical Geography - advantages and disadvantages of factors such as - Island nation - Location - Topography - Natural resources B. Human Resources - Increase in population - Improvements in agriculture - Effects of the Enclosure Acts C. Competition from other European nations	2
II. Technological Change A. Definition of Industrial Revolution B. Definition of Technology C. Three stages of industrialization 1. Mechanization - inventions leading to machines to speed up production. Domestic factory production 2. Mass production - specialization of labor, standardized parts, assembly line 3. Automation - machines that control production For each of the above stages a. Nature of technology - machines, processes, or ideas b. Geographic/historical setting c. Impact on production d. Impact on society	3

III. <u>Scarcity</u> A. The basic economic problem of scarcity B. Basic decisions required to solve the problems of scarcity 1. What is produced? 2. How is it produced? 3. To whom is it distributed?	2
IV. <u>Market Economy</u> A. Basic assumptions of a market economy 1. Right to private ownership of property 2. Freedom of contract (minimum external regulation) 3. Opportunity to make a profit 4. Desirability of competition B. The major characteristics of an ideal market economy 1. What is produced? (determined by the market) 2. How is it produced? (determined by owner of the means of production) 3. To whom is it distributed? (determined by price)	2
V. <u>Materialism</u> A. Concept of mass consumption of goods and services B. Marketing principles for mass consumption 1. Advertising 2. Planned obsolescence C. Conflict between materialism and non-materialism (craftsmanship, aesthetics, etc.)	2
VI. <u>Quality of Life</u> The negative and positive effects of the Industrial Revolution on British society, with respect to A. growth of cities B. growth of factories C. child labor	2
VII. <u>Labor/Management Relations</u> A. Government involvement B. Social and welfare reforms (examples of reforms initiated by government, labor, management) C. Labor Unions	1
TOTAL	14

TOPIC A: Industrialization in the 18th and 19th Centuries

SKILL OBJECTIVES (Skills printed in standard type are emphasized for this topic.)	PERCENTAGE WEIGHTING
I. Inquiry Skills A. Focus on the issue by describing an issue related to industrialization, and discussing its range of effects on a society. B. *Establish research questions to explore how technological change affected productivity in the 18th and 19th centuries.* C. Gather and organize data by: - comparing views of employees, employers, and politicians about relationships between business, labor, and government. - reviewing a variety of print and nonprint materials depicting the growth of industrialization, and reporting on their potential usefulness for the research. D. Analyze data by comparing points of view about relationships between materialism, quality of life, and industrial growth. E. Synthesize data by formulating alternative solutions to the problem of whether or not industrial growth should be limited in Canada. F. *Resolve the issue by considering the feasibility and desirability of taking action on alternative solutions to problems arising from industrial growth.* G. *Apply the decision by considering the effects of "factory" aspects of school/classroom organization (e.g., timetables, routine, overtime, standards, supervision, impersonality, etc.).* H. Evaluate the inquiry by determining whether to continue exploring problems related to the resolution of disputes in the contemporary social and economic systems.	

II. <u>Participation Skills</u> A. Communicate effectively by writing a research paper that includes factual, value, and policy claims. B. *Interpret feelings and ideas of others by writing paragraphs from the perspectives of a child laborer and an employer during the Industrial Revolution.* C. Participate in group decision-making by settling a simulated labor/management dispute. D. *Contribute to a "sense of community" by assisting in a group project to analyze "factory" elements of schooling, and creating a responsive plan of action for the classroom or school.*	
III. <u>Inquiry Process</u> See explanation of Inquiry Process preceding Table 1.	
TOTAL	13

TOPIC B: Central Planning in the U.S.S.R.

VALUE OBJECTIVES	PERCENTAGE WEIGHTING
I. Develop Understanding of Values A. Identify how the values of the common good, and of individual freedom, conflict in the centrally planned economy of the Soviet Union. B. Define the common good from a Soviet's perspective and from a Canadian's perspective.	
II. Develop Competencies A. In value analysis, by distinguishing between factual claims (or judgments) in various positions on the issue. B. In decision-making, by predicting the consequences of government control for the common good on an economy, and the possible impact on the lifestyles of people in that society. C. In moral reasoning, by supporting a personal position on the issue with a defence based on the principle of human dignity.	
III. Develop Attitudes A. Of appreciation for the attempts made to improve the use and distribution of resources so as to better provide for human needs and wants. B. Of tentativeness of interpretations by demonstrating a willingness to withhold final judgment on the value of central planning until greater understanding is acquired.	
TOTAL	6

TOPIC B: Central Planning in the U.S.S.R.

KNOWLEDGE OBJECTIVES Note: It is important that students understand the meaning of each concept sufficiently well that they can define, identify, and give examples of the concept.	PERCENTAGE WEIGHTING
KEY CONCEPT - MAJOR PRINCIPLES OF A CENTRALLY PLANNED ECONOMY I. Basic Economics A. Basic economic problem (scarcity of goods to meet people's needs; ownership of means of production) B. Basic decisions required to solve the problem of scarcity: 1. What is produced? 2. How is it produced? 3. How is it distributed? C. Who decides these questions in model examples of 1. Market economy (individuals as owners and consumers) 2. Planned economy (government) 3. Mixed economy D. Positive and negative effects of central planning in relationship to 1. Awareness of needs of individual consumers 2. Efficiency of decision-making 3. Efficiency of implementation of plans for production 4. Proactive and reactive planning (planning ahead, planning after)	2
II. Historical Evolution of Central Planning in the U.S.S.R. A. Economic and Social Conditions in Russia prior to 1917 1. Peasantry (the appeal of the slogan: "Peace, Land and Bread") 2. Industrial workers (working conditions, labor laws, wages, benefits) 3. Middle class (demands for representative government) 4. Aristocracy (reactionary outlook)	3

B. Marx's alternative 1. Ownership by all people 2. Profits to be shared 3. Classless society C. 1917 Revolution - basic change in government and economic systems D. Lenin's changes to Marxist philosophy 1. All means of production will be controlled by government as the representative of the people 2. New Economic Policy E. Stalin's policies and practices 1. Nationalization 2. Collectivization 3. Industrialization 4. Five-Year Plans	
III. Principles of Centralization in Centrally Planned Systems, Using the U.S.S.R. as a Case Study A. Coordination of the system, given the major geographic, cultural, and demographic characteristics of the U.S.S.R.	3
IV. Control in Centrally Planned Systems, Using the U.S.S.R. as a Case Study A. Structure of government B. One-party organization C. Mechanisms for reform and change 1. Incentives 2. Changes to improve the quality of goods 3. Attempts to increase the quality of consumer goods 4. Means of political dissent	3
V. Welfare of the State A. Nature of balance between the common good and personal freedom in centrally planned systems	2
TOTAL	13

TOPIC B: Central Planning in the U.S.S.R.

SKILL OBJECTIVES (Skills printed in standard type are emphasized for this topic.)	PERCENTAGE WEIGHTING
I. Inquiry Skills A. *Identify the factual, definitional, and policy elements of a social issue regarding the allocation of resources in a centrally planned economy.* B. Select appropriate resources and techniques for research into elements of the issue as it applies to the U.S.S.R. C. Gather and organize data by reading and interpreting a variety of materials, including tables, graphs, and maps depicting relevant economic data. D. Analyze and evaluate data by discriminating between authoritative documentation and propaganda when examining printed material on the benefits of central planning. E. Synthesize data by relating the effects of a centrally planned economy to aspects of lifestyles such as consumerism, education, work, and leisure, and individual rights and freedoms. F. Resolve the issue by expressing a preference for a market, a centrally planned, or a mixed economy in relation to specific aspects of lifestyle. G. *Apply the decision by creating a five-year plan which would help achieve a personal, school, or community goal.* H. *Evaluate the plan by consulting with appropriate authorities to assess its utility and value base.*	
II. Participation Skills A. *Communicate effectively by expressing a point of view regarding the effectiveness of different economic systems and their impact on lifestyles.* B. Interpret ideas and feelings of others by hearing presentations for and against centrally planned economies, and asking clarifying questions. C. *Participate in group decision-making by trying to reach group consensus on the advantages and disadvantages of living in a centrally planned economy.*	

D. Assist in a group project by serving as a research organizer or spokesman to express the group's position (e.g., in regard to the advantages and disadvantages of centrally planned economies).	
III. Inquiry Process See explanation of Inquiry Process preceding Table 1.	
TOTAL	13

TOPIC C: Industrialization In Canada

VALUE OBJECTIVES	PERCENTAGE WEIGHTING
I. Develop Understanding of Values A. Identify conflicting values evident in a variety of perspectives about controlling the introduction of new technology in industry.	
II. Develop Competencies A. In moral reasoning, by deducing a value position and testing it against other value positions considered important.	
III. Develop Attitudes A. Of concern for others, by demonstrating a willingness to predict the consequences of technological change for a variety of persons and groups. B. Of tolerance for ambiguity by recognizing that material welfare and conservation are perceived by many people as not mutually exclusive.	
TOTAL	7

TOPIC C: Industrialization in Canada

KNOWLEDGE OBJECTIVES Note: It is important that students understand the meanings of each concept sufficiently well that they can define, identify, and give examples of the concept.	PERCENTAGE WEIGHTING
KEY CONCEPT - TECHNOLOGICAL CHANGE I. Overview of Geographic Factors Influencing Industrialization in Canada A. Landforms B. Bodies of water C. Climate D. Vegetation E. Minerals F. Energy resources	2
II. Demography A. Population patterns in Canada B. Location of major urban centres	2
III. Primary, Secondary, and Service Industries A. Definitions and examples of primary, secondary, and service industries B. Factors influencing the development of primary, secondary, and service industries 1. Natural resources 2. Human resources 3. Capital 4. Energy 5. Transportation and communication 6. New technologies C. Factors influencing the patterns of location of primary, secondary, and service industries 1. Markets 2. Raw materials 3. Transportation and communication 4. Labor 5. Government 6. Climate 7. Economic and environmental pressure groups D. Interactions among primary, secondary, and service industries	4

IV. <u>Technological Change</u> A. The effects of technological change in the primary, secondary, and tertiary industries on workers, owners of industry, and consumers B. Implications of new technology for 1. Interactions between different regions of Canada 2. National identity and unity 3. Conflict and cooperation in industrial relations C. Effects of technology on Canada's standard of living 1. Providing physical needs 2. Leisure activities 3. Luxury items 4. Quality of work 5. Materialism (including creation of new wants and expectations, consumer demands, planned obsolescence, lowering cost through technological improvements)	3
V. <u>Conservation</u> A. Definition of conservation B. Definitions of renewable, non-renewable and recyclable resources C. Technological change creating environmental problems D. Technological change encouraging conservation practices (recycling and using less)	2
TOTAL	13

TOPIC C: Industrialization in Canada

SKILL OBJECTIVES (Skills printed in standard type are emphasized for this topic.)	PERCENTAGE WEIGHTING
I. Inquiry Skills A. Identify and focus on an issue dealing with the introduction of new technology into industry, and its impact on Canadians and their environment. B. *Formulate research questions by discussing how the effects of new technology on quality of life in Canada can be determined.* C. Gather and organize data by reading and interpreting maps (of different projections and scales) which relate the location and development of industries in the different regions of Canada. D. Evaluate data by isolating bias and/or emotionalism in at least two different viewpoints about controlling the introduction of new technology. E. Synthesize data by formulating generalizations to relate the introduction of new technology in industry to broad goals of Canadian society. F. Resolve the issue by predicting the consequences for Canada's future of encouraging or discouraging specific technological advances in industry. G. Apply the decision by creating a plan to assess the predicted impact of a selected technological change on your community, school or classroom. H. *Evaluate the application of the plan in terms of consistency between predictions and actual impact of new technology.*	
II. Participation Skills A. *Communicate effectively by helping to prepare and deliver a group position paper in response to the issue for inquiry.* B. Interpret the ideas and feelings of those who would be affected by a specific technological change in a Canadian industry. C. *Participate in group decision-making by assuming a specific role (e.g., leader, recorder, summarizer, devil's advocate) in preparing a group report.* D. *Demonstrate a "sense of community" by sharing points about using technology to improve quality of life in Canada.*	

III. Inquiry Process See explanation of Inquiry Process preceding Table 1	
TOTAL	14
GRAND TOTAL	100